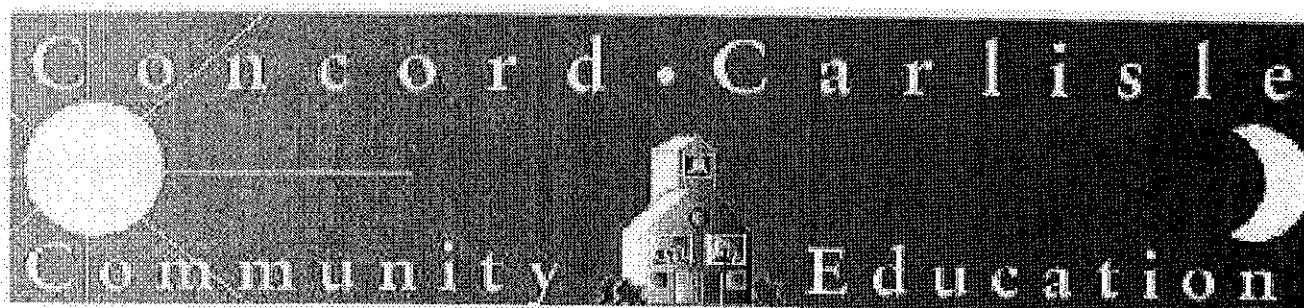


## **FINAL REPORT**

# **Concord Carlisle Adult and Community Education Task Force**

October 9, 2007



## FINAL REPORT

### **1. Overview**

Adult and Community Education (ACE) in Concord has a rich history. The program was established in 1954. The current program, consists of adult courses, courses aimed at students, and community enrichment programs. The program has annual enrollments on the order of 4,000 students per year, comprised mainly of Concord and Carlisle residents, but including residents from other towns as well. The program is highly valued by the community and serves important educational and community services.

Adult and Community Education (ACE) in Concord has a rich history. The program was established in 1954. The current program, consists of adult courses, courses aimed at students, and community enrichment programs. The program has annual enrollments on the order of 4,000 students per year, comprised mainly of Concord and Carlisle residents, but including residents from other towns as well. The program is highly valued by the community and serves important educational and community services.

Community support for the program was demonstrated throughout the Task Force deliberations and at the public presentation of the Task Force Draft Report held on September 25, 2007 at the Town House. Mr. Joe Wheeler, among others, emphasized the benefit to the community from the “robust and much appreciated community education program,” and urged the School Committee to embrace the program with more enthusiasm.

The Task Force is in complete agreement that the community education program is a venerable and important part of Concord and Carlisle.

The work of the Task Force was to provide insight into the role of the program and its internal and financial structure. We feel the recommendations we have made will strengthen the program going forward, and it is with this goal in mind, that we submit this report.

Concord Carlisle ACE is the responsibility of the Concord-Carlisle Regional School Committee and the High School administration. The Concord-Carlisle Regional School District has the responsibility for sustaining the program for the long term.

In the early 2000's, state budget constraints led to severe cuts in funding to local communities. This, combined with reductions in free cash availability, reduced interest income and excise taxes, led to a reduction in baseline local budgets year to year. In FY03 non property tax revenue dropped 12.7% and another 5-7% in FY04. During this period, local communities were pressed to raise local tax revenue and cut expenditures in order to make budgets. In Concord, funding cuts were made across the town, Concord Public Schools (CPS) and Concord-Carlisle Regional School District (CCRSD) budgets, while at the same time requesting our taxpayers to provide funding through tax increases above the limits of Proposition 2 ½. It was during this difficult budget time, and in light of pressing educational needs in the schools, that the CCRSC determined to eliminate

## FINAL REPORT

previous funding for the ACE program, on the order of \$60,000, and to declare that the ACE program must be self-funding.

At the time that the funding was eliminated, for the FY05 year, the ACE program had approximately \$114,000 in its revolving fund. At the end of FY05, the first year with no school budget support, the revolving fund balance was slightly higher, at \$117,000. During FY06 the fund dropped to \$88,000. Community concern was raised over the impact of this funding shortfall and its impact on the long term outlook for ACE. Additional attention was immediately brought to bear on the issue. Initially, the revolving fund was projected to drop another \$35,000 in FY07. However, thanks to increases in course fees and reductions in the cost structure, annual deficits have been reduced, and in FY07, the program produced a net surplus of \$9,602, resulting in a current fund balance of \$98,127. This careful focus on the future of the ACE program had continued within the school administration, Advisory Committee and town, to ensure it remains the vital resource it is long into the future.

ACE annual reports for FY06 are presented in Attachment A. A fact finding report from the ACE Advisory Committee to the CCRSC is presented in Attachment B.

Citizen concern over the future of Concord-Carlisle Adult & Community Education (CCACE) led to discussion at Town Meeting in both April, 2005 and April 2006. At each meeting, the regional school budget was amended to include a token sum (\$1 in 2005 and \$2 in 2006) to support the ACE program. At the April 2007 Town Meeting, an article, passed almost unanimously, requested that the Concord-Carlisle Regional School Committee (CCRSC) consider including funds to support CCACE in FY09.

Following Concord Town Meeting, the CCRSC established the Adult and Community Education Task Force. The CCRSC promptly completed a charge for the task force in May of 2007 (see Attachment C). Pursuant to the Charge, the task force was made up of one selectman and finance committee member each from Concord and from Carlisle, a representative of the ACE Advisory Committee, a member of the CCRSC and a member of the Concord School Committee.

Members included

Michael Fitzgerald	CCRSC
Becky Shannon	Concord CPS School Committee
Peggy Briggs	Concord Board of Selectmen
Tim Hult	Carlisle Board of Selectmen
Susan Bates	Concord Finance Committee
Thornton Ash	Carlisle Finance Committee
Jim Saltonstall	CCACE Advisory Committee

Meetings were held throughout the summer and early fall of 2007. Each meeting was noticed according to open meeting requirements. At each meeting, members of the Advisory Committee were also present in the audience.

## **2. Summary of Findings and Recommendations**

### **Findings**

- ACE provides a very important function for the towns.
- Both towns gain value from the course offerings.
- Carlisle adults participate in proportionately lower numbers than Concord.
- Concord gains benefit from other community roles that ACE fulfills.
- Carlisle does not see a similar community benefit from ACE.
- ACE has a history of being very community responsive and timely with regard to programming.
- ACE programs in other communities are self funding.
- Enrollment for 2006/2007 was 4,167 students. Non-resident and K-12 students make approximately 80% of the enrollments.
- In the past several years, ACE has moved toward self funding. This has been accomplished through fee increases, fund raising, and staffing cuts. The revolving fund has enough in it to provide adequate time to continue operations while working further on a self sustaining financial model.
- The CCRSC eliminated ACE funding during an extremely difficult budget time in 2004, a time when many other pressures were facing the RSC and the administration regarding educational needs, budgets and contract negotiations.
- The CCRSC, in eliminating funding and declaring that CCACE should be self funding, did not put in place the proper oversight necessary to assist in making this transition effective.

### **Recommendations**

- ACE should continue to provide timely, useful and important adult and community educational services for the towns of Concord and Carlisle.
- The CCACE can and should be financially self sufficient.
- Reporting roles and management oversight roles should be more clearly established. Although the ACE program is clearly within the purview of the Regional School Committee, the administration was not clear on their responsibility to oversee the program and its transition to self funding status, due in part to the historical independence of the director. This may have related to the past independence of the Director.
- Roles must be more clearly defined for the CCRSC, School Administration, ACE Advisory Committee, ACE Director and the Town.
- For community based activities that mainly benefit Concord citizens, it is appropriate for ACE to approach the Town of Concord for funding on a case by case basis.
- ACE should consider raising funds through a "Friends" type group.

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### **3. Fact Gathering**

The committee prepared questions for the ACE Director and the School Administration. Interviews were conducted with the following individuals:

ACE Director	Court Booth
Assistant School Superintendent	Diana Rigby
School Finance Director	John Flaherty

In addition, interviews were conducted over the phone with other community ACE programs and catalogues were collected from other towns. Interviews were conducted with the following towns:

Acton Boxborough	Bedford
Brookline	Newton
Westford	Lincoln
Lexington	

Financial information was collected as to the income and expenses of the program, including income from renting facilities.

Numerous documents were reviewed including annual reports, enrollment data and financial information.

Members of the Advisory Committee and the public addressed the committee.

A limited survey of Carlisle residents was conducted and presented.

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### **4. Program**

**Findings:** The ACE program provides courses of a wide variety to the communities of Concord and Carlisle, as well as residents from other towns. The ACE program is highly regarded in Concord and Carlisle. Both communities value the courses: in particular the student age educational enrichment (music programs are frequently mentioned), other student courses, and adult education courses.

ACE programming competes for students with other organizations in town such as Dance Umbrella, Emerson Umbrella, and faith group programming. It has been policy not to offer courses that are similar to those programs offered by other non-profit providers in town.

ACE also actively supports timely and high interest community activities recently exemplified by the Global Warming Symposium held in Concord, CCTV support and other community interests. This community building aspect of the program, is held in high value to Concord but is of less value or interest to Carlisle citizens. Carlisle felt they had other community organizations filling this need for them.

Offerings each term are generally comparable to those in other communities. Courses are offered for tuition, or free. They encompass a term, a few nights, or a single night. They are offered mainly at CCHS, but use other venues or the internet as well. A catalogue is mailed out 4 times per year.

In 2005/2006, there were 4,167 course enrollments, and another 1,000 +/- participants attended events and presentations for which enrollment and fees were not required. Adults make up the largest group of enrollees, with K-12 students making up the balance of the course enrollments. Approximately 75% of the enrollees were from Concord and Carlisle. An out of town fee is charged to non residents. Non-resident adults and K-12 students make up 80% of participants.

Data on the most recent enrollments is presented in Attachment D.

#### **Recommendations –**

- ACE continue to provide opportunities for life long learning to adults, enrichment for school age students, as it has been doing.
- ACE should continue to facilitate timely, high interest community initiatives in the Town of Concord.
- Carlisle may consider if ACE can be of greater community value by providing similar community based services in Carlisle.
- Course offerings, catalogue presentation and on-line registration services should be regularly compared to other communities for market comparison and to present an energetic, lively program.

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### **5. Roles and Responsibilities**

**Findings:** There is lack of clarity as to roles and responsibilities between the RSC, School Administration, ACE Director, and the ACE Advisory Committee.

The ACE program is under the purview of the CCRSD. The ACE Director reports to School Administration.

The Assistant Superintendent was not clear on her role, especially related to the role of the ACE Advisory Committee. When she became Assistant Superintendent her understanding of her role was that she would meet with the Director on an informal basis to share goals and progress in terms of cost recovery and challenges. She stated that she was not clear that she was responsible for supervising the Director. She stated that she would be more involved if the Director was directly responsible to the administration. Assuming a clearer reporting relationship, she indicated that she would meet more regularly and take a more active role in support of the program and its director.

Her key concerns about the program, from the administrative level, included lack of annual reporting, unsuccessful cost-recovery, program development, Role of Advisory Committee vs. administration, Allocation of Director's time between core program and community projects. No regular meetings between the ACE Director and Assistant Superintendent are held, and there has not been a regular annual review conducted. Knowing that no formal reviews had taken place in the last several years, the Chair of the Advisory Committee has written a letter stating support for the Director to the Superintendent.

In 2004 CCACE was informed by the Administration that they were to become self funding. The Region's Finance Director stated that he did not have any regular meetings with the ACE Director. ACE develops its own budget and is managed by the administration on an as needed basis. The Director did not seek advice and was not fully responsive to advice when given. At the time of the budget cut, the Finance Director states there was a clear expectation that the fee structure would need to be adjusted, and there was the expectation that the Director would do that. However, the school administration and the Director did not work together to implement management strategies to gain self sufficiency.

At the time that the budget cut was made, there was no Assistant Superintendent to oversee ACE. It is unclear who in the administration oversaw ACE at that time.

The School Administration's primary role is to ensure the continuation of the ACE program, and that its funding goals are followed out.

The Director's role is first and foremost to manage the core educational program. The community building activities are of high importance as well. The School Administration, in its oversight role, must work with the Director to allocate his time

## FINAL REPORT

between these responsibilities to ensure he meets his job expectations, and that they are not excessive.

The Chairman of the Advisory Committee indicated he was also unclear on roles and responsibilities of the Advisory Committee.

At the time of the budget cut, the RSC had a new superintendent, and the Assistant Superintendent and Finance Director had recently joined the staff. There were many priorities at that time for their attention, including the budget cuts, and teacher negotiations.

### **Recommendations**

- The roles and responsibilities for the ACE program should be clearly defined. The following pages provide recommendations.



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### **Concord Carlisle Regional School Committee Role and Responsibilities**

**Role:** The role of the CCRSC is to make policy overseeing the Concord Carlisle Advisory Committee and to offer support and direction, and to ensure the long term sustainability of the program.

#### **Responsibilities:**

Make Policy Guiding Advisory Committee

Schedule Annual Meeting with Advisory Committee to discuss :

- Program Goals
- Membership Appointments
- Past Year Budget
- Current Year Budget
- Program Highlights
- Concerns
- Program Meeting Mission

Actively Recruit and Appoint Members to the Advisory Committee

Appoint School Committee Member as Full Member to the Advisory Committee

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### **School Administration Role & Responsibilities**

**Role:** To oversee the Director of Adult and Community Education in evaluating the health and quality of the Adult and Community Education program.

#### **Superintendent**

- Annual Overview of Program

#### **Assistant Superintendent**

The Assistant Superintendent has primary management responsibility for the ACE program.

- Hire Director
- Prepare Job Description
- Scheduled Monthly Review of Program & Finances
- Written Performance Evaluation of Director

#### **Director of Finance**

- Review Pro Forma Budget Submission, Course Enrollment Forecast, and Revenue & Expense Forecast
- Periodic Review of Finances
- Provide Recommendations and Advice on Financial Issues
- Assist in Financial Assessment of Program

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### **Concord Carlisle Adult and Community Education Advisory Committee Role and Responsibilities**

**Role:** The role of the CCACE Advisory Committee is to offer support and advice to the Program Director and the Regional School Committee (RSC) regarding the programs offered by CCACE. The Advisory Committee is appointed by the RSC to provide citizen input to the Director and, at least annually, to the RSC. The general goal is to ensure a vital, stimulating series of programs designed to enhance and expand upon school programs and to encourage lifelong learning.

#### **Responsibilities:**

1. Program
  - a. Review current program
  - b. Review enrollment trends
  - c. Review course diversity
  - d. Suggest/discuss new program initiatives: for course catalog, for community events (community building)
  - e. Be alert to fledgling community programs that might benefit from CCACE support. Provide that support if felt appropriate.
  - f. Assist Director with marketing/advertising CCACE's program in the communities – encourage enrollment
  - g. Discuss catalog presentation
2. Financial Overview
  - a. Develop regular data assessment tool to monitor success of CCACE
    - i. Current enrollment and trends – by type of course, age, etc
    - ii. Status of revolving fund
    - iii. Comparative costs of similar courses, as available
3. Reporting to RSC
  - a. Annual report to RSC (oral and written):
    - i. description of program
    - ii. new initiatives (if any)
    - iii. simple data analysis
    - iv. current goals
    - v. perceived opportunities for synergy or new initiatives
    - vi. concerns
4. Logistical
  - a. Schedule regular open meetings as required (usually once/month during the school year)
  - b. Record and file meeting minutes
  - c. Recommend new members to the RSC for committee membership
  - d. Identify yearly goals and initiatives and monitor progress

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### **Director of Adult and Community Education Role and Responsibilities**

**Role:** The Director of Adult and community Education, under the supervision of the Assistant superintendent, provides and enriching educational program for the community in accordance with the policies and directives of the Concord-Carlisle School Committee.

#### **Responsibilities (including but not limited to):**

Works with Human Resources to hire, supervise, and evaluate Adult and community Education teachers and support staff. Submits yearly written evaluation of program staff and office staff to Human Resources

Under the direction of the school administration, develops long range plans for the revision/expansion of Adult and Community

Develops and implements the Adult and Community Education courses, schedules, and special programs for each semester

Prepares and administers the Adult and Community Education self-funded budget in conjunction with the Director of Finance and Operations, and maintains accurate records of all funds

Coordinates the Adult and Community Advisor Committee to identify community needs and interests and to evaluate and improve the program to meet these needs

Collaborate with the local community agencies to meet the adult community educational needs and to co-sponsor programs.

Coordinates the use of facilities for all course offerings and special programs. Works with the Director of Facilities to resolve problems arising from shared use of space in all public buildings.

Presents annual financial and program reports to the Superintendent and School Committee

## FINAL REPORT

### **6. Financial**

**Findings:** The ACE program was partially funded by the CCRSD for many years. In 2004, due to extreme budget pressures, that funding of \$60,000 was cut from the budget. ACE was to be self funding thereafter.

#### **Recommendations:**

##### *Financial Reporting:*

- Establish consistent financial reporting based on sources and uses of funds
- Establish reporting schedule between Director and RSD Finance department
- Identify data to be reported

##### *Financial Sustainability:*

- Examine changes to expenses and revenue since FY04 when RSD funding was eliminated
- Examine fee schedule and amend with the goal of moving towards a financially self-sustaining program
- Identify costs for staffing restoration, catalog improvement, capital equipment, etc.
- Identify programs which are “community based” and proactively determine costs and potential funding sources (e.g., donations, revolving fund, grants, sponsorships, etc. Specifically, the Town of Concord should be a source of such grant funds.)
- ACE should consider a “friends” type group to raise funds
- Identify sources and uses of non-tuition revenue (donations, rent, scholarship) and possible ways of enhancing these sources.

##### *Short Term Financing*

As of 6/30/07, the revolving fund balance of \$98,127 is sufficient to fund a budgetary shortfall, if any, in the near term.

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### **Attachments**

Attachment A – ACE FY06 Annual Report

Attachment B – Advisory Committee Fact Finding Report to CCRSD, April 2007

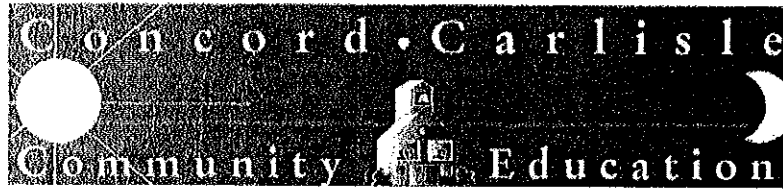
Attachment C – Committee Charge

Attachment D – Recent Enrollment Information

**Attachment A – ACE FY06 Annual Reports**

# **Concord -Carlisle Regional School District Adult & Community Education Department**

## **2006 Annual Report**



**~ 53 Years of Leadership for Community-School Learning ~**

**Director**  
Courtland Booth

**Day/Night Staff**  
Mary Zellner & Deborah Jancek

**Advisory Committee 2005-2006**

Louise Haldeman, Chairperson

Nancy Beecher                      Jean Ford Webb

Berni Jenkins                      James Saltonstall

Stephanie Smith                      Deborah Stoessel

Joan Turner

School Committee Liaison: Michael Fitzgerald

**Advisory Committee 2006-2007**

James Saltonstall, Chairperson

Nancy Beecher                      Jean Ford Webb

Eleanor Garvey                      Berni Jenkins

Stephanie Smith                      Deborah Stoessel

Joan Turner

School Committee Liaison: Becky Shannon

### **Contents**

- 1. The Adult & Community Education Mission**
- 2. Community Service to Support Lifelong Learning**
- 3. Adapting to Fiscal Constraints**
- 4. Partnerships with Community Organizations**
- 5. Community Schools for Continuous Learning**
- 6. Staffing & Accountability**
- 7. Finances**
- 8. Next Year and Beyond**

#### **1. The Adult & Community Education Mission**

Concord Carlisle Adult & Community Education (CCACE) provides opportunities for lifelong learning to the citizens of the school district and surrounding towns.

Collaborating with citizens and organizations, CCACE responds to community needs and interests with our communities' talents and resources, calling upon local people to develop and coordinate programs and services for children, adolescents and adults throughout the year.

We make schools available for extended-day educational use for citizens in Concord and Carlisle. We promote and support School and Town projects that cannot be funded or presented in traditional ways. CCACE is both a program of classes and educational events and a process that connects local citizens with each other and their public schools in ways that are creative, educational and cost effective.



## **2. Community Service to Support Lifelong Learning**

The Concord-Carlisle Regional School District (CCRSd) opens its doors before and after the regular school day, and last year local citizens participated in more than 600 non-credit educational programs. 2005-2006 (2006) marked the fifty-third year of extended-day educational programming for citizens all ages in local schools. There were 4,167 course enrollments, and another 2,000+ participants attended events and presentations for which pre-registration and fees were not required.

The schools hosted most community learning programs in the high school and K-8 facilities, and others in public and private facilities in Carlisle and Concord. The Concord-Carlisle Schools make classroom space available when the regular school day is complete and other needs don't take precedence, and provides for financial management services and other essential in-kind support. Classes are conducted only during hours when the schools are open for other purposes, such as cleaning and school or community events, in order to control costs and keep fees to local citizens as reasonable as possible.

Adults who enroll in continuing education classes make up the largest group of students served by the department. K-12 students made up about one third of the course enrollments, 1,885 in 2006.

Most community education courses and events offered by the school district are open to the general community, while some are geared to specific audiences such as senior citizens, young parents, and public employees. Seventy-five percent of the 2006 enrollments were from Carlisle and Concord residents. Non-residents may participate on a space-available basis, and pay an additional charge.

More than 350 part-time educators and volunteers contributed to the community education program and reflected a wide range of disciplines and subject areas. For some adults and children, Adult & Community Education made possible a Chinese or Italian class; for others, it meant an opportunity to learn public speaking, or CPR, or entry-level computing, or web development, or parenting and child development. Each of the thousands of people who connected with their schools and took a particular class last year experienced only a small part of a dynamic educational program made possible by CCRSD.

Adult & Community Education provides many classes and programs -- and just as importantly, it is also a *process* that promotes accountable, cost-effective, educationally oriented citizen access to, and participation in, our public schools.

### **3. Adapting to Fiscal Constraints**

The department managed its second year without school budget support, and continued to make cost-cutting moves and enhance revenues where possible.

We did not replace a valuable part-time staff member who left for full-time employment with another school; she was responsible for information technologies including our website, enrollment database networking, and more.

We further reduced community-school services that did not generate fees to recover costs: in-service training for K-12 teachers and staff; the public access AED (life support) program; school membership in the Chamber of Commerce and other organizations; and the like. Other school functions, such as evening supervision at the high school and the student radio station, serving our K-12 students, remain in place.

We concluded our management support for the Alliance for Teen Safety, a community initiative inspired and supported by Community Education. Like the Center for Parents & Teachers, which was also first based at Community Education, the Alliance is a successful example of how the department considers its mission as an enabling one, offering temporary help and funding to address emerging needs.

We increased fees for community classes wherever possible, as we do each semester, and held constant the stipends paid most community education teachers.

The Director worked a full-time schedule for 12 months, paid with department funds for a 10-month contract period. He also works part-time for the Concord Public Schools as the Summer School Director, with Community Education supporting those office functions.

The department requested grant support from the Community Chest. Funds for tuition assistance for deserving local students were provided, and several hundred deserving citizens were helped. Partial funding for department administration was not available.

The Concord Home for the Aged contributed to help Community Education provide classes for senior citizens in Concord and Carlisle, most notably the Village University.

Community Education students were asked to donate beyond required course fees, and dozens of citizens contributed voluntarily.

We completed a year-long project to create online (web-based) enrollment ([www.ace.colonial.net](http://www.ace.colonial.net)). It required a sizable initial investment in security technologies for financial transactions, which we will offset with savings in personnel costs next year.

While we tried to generate new revenues, costs increased. Salaries, printing and postage, telephone, computer maintenance, and other department costs saw increases in 2006, and there were unanticipated costs as well. For example, it became necessary to re-invest in curricula for our American Red Cross and American Heart Association training programs, as changes in community lifesaving protocols were suddenly instituted nationwide.

The increasing course fees prompted a citizen's amendment at the 2006 Concord Town Meeting, recommending community dialogue about the department and its funding stability. The Advisory Committee and the School Committee work together with the administration on matters such as these, in order to guide and support the school district's community service functions

#### **4. Partnerships with Community Organizations**

The Department builds school-community connections, as part of its mission on behalf of the public schools and its core K-12 program. These collaborations make possible high-quality educational programming that a single administrator could not develop alone. Dozens of successful collaborations are evident in each semester's courses and programs. In 2006 Adult & Community Education worked with more than 40 community agencies, school and town departments, and private organizations, developing and hosting workshops, seminars, and other educational outreach programs. Among the various notable projects was "T<sup>3</sup>" which helped teachers respond to the social needs of at-risk youth.

#### **5. Community Schools for Continuous Learning**

In 2006, 600 courses and programs and the 350 community educators who produce them transformed our schools into true educational centers for all Concord-Carlisle citizens. People without children in our schools, and our school parents, had access to low-cost opportunities for continuing education and enrichment in their school district.

Community education courses are added and changed and dropped with each new semester, as teachers and community needs dictate. In 2006, courses in the humanities were especially well enrolled, as were those for K-12 enrichment, and health. Participation in foreign language courses, personal safety and lifesaving, parent education, and outdoor pursuits, were constant from the previous year, while enrollment was down in computing courses, science and nature, and domestic arts.

##### **Enrollments by category, 2006**

K-12 Enrichment ( <i>all instructional categories</i> )	1885
Arts, Literature & History	520
Health, Wellness, Exercise	232
Personal Finance, Business, Careers	139
Home Improvement, Domestic Arts	171
Parent Education	204
First Aid, CPR, Safety Education	252
Languages (Adult) & Communications	321
Sports, Outdoor Education, Dance	206
Computing ( <i>classroom &amp; online</i> )	165
Nature & Environment	72
Total enrollments 2005-2006	4,167

Outreach to the community about classes and programs includes a course bulletin mailed to each home in the school district four times annually; regular announcements and press coverage in local newspapers; an interactive website; and personnel available for assistance, information and enrollment. CCHS is open Monday through Friday night from 6:00 to 10:00 PM. where coordinator Deborah Jancek provides on-site support for students, teachers, and other evening visitors to the high school. A daytime office staffed by Mary Zellner at the Ripley building is open from 8:00 to 4:30 weekdays.

The part-time teachers who conduct classes for Adult & Community Education are often working or retired professionals in their fields. Some volunteer, and most are paid \$25-30 per hour of instruction, contingent upon student fees.

Residents who have contributed 10 or more years of Adult & Community Education service include Holly Cratsley, Tim Eliasson, Gaetana Freniere, Terry Golson, Jayne Gordon, Phyllis Hughes, Nancy Jo Kessler, Ginger Lang, Karin Lemmerman, John Mattson, Laura McNally, Paul Minor, Bruce Pasha, Joan Parker, Bob Seawright, Nancy Shohet, Janet Toomey, Janet Vallant, Fred Wersan, Nancy West, Ingrid Wheeler and Larry Zuk.

## **6. Staffing & Accountability**

The Director reports to the Assistant Superintendent of Schools, Diana Rigby. A citizens Advisory Committee appointed by the Regional School Committee provides public oversight, helps establish sound priorities for Adult & Community Education and monitors its progress. The Committee also conducts various community service projects.

Three members of the Advisory Committee represent Carlisle and six represent Concord. Stephanie Smith and Eleanor Garvey joined the Advisory Committee in 2006, and Louise Haldeman completed two terms of service as the Committee chairperson. Michael Fitzgerald completed a term as School Committee Liaison to the Advisory Committee in 2006, and Becky Shannon assumed the responsibility. Jim Saltonstall is the Chairperson of the Advisory Committee for 2006-2007.

## **7. Finances**

Adult & Community Education successfully closed half of the funding gap associated with the elimination of school budget support. Revenues for FY 2006 were \$655,428. The district appropriation of \$4 maintained the department listing in the school district's budget. Department expenses totaled \$683,931. The department recovered 96% of its costs. It completed the fiscal year with a \$28,503 operating deficit that was funded by drawing down the department's revolving (operating) account to \$88,525.

**2005-2006 expenses**

Teachers & instructional support	\$467,812
Administration	\$71,120
Secretarial/Clerical/Supervisory	\$80,990
Instructional supplies & materials	\$14,665
Office supply	\$1,931
Printing & postal	\$17,014
Professional Development	\$187
Equipment	\$11,093
Equipment Maintenance & technology support	\$6,193
Publications & Memberships	\$1,621
Bank Transaction Charges	\$9,775
Mileage, Refunds, Other	1,538
Total (-\$8 rounding error)	\$683,931

**8. The Year Ahead**

The major challenge for 2006-07 is to continue CCACE's excellent program while achieving a balanced budget. The Advisory Committee is working with the Director to develop new solutions and implement them in the 2007-2008 school year. The program element is strong: young and old in the community are taking advantage of the courses and programs offered. People appreciate and value the role of the schools in the community. The Concord/Concord-Carlisle Schools and its Adult and Community Education department recognize the importance of making schools available for lifelong learning on either end of the traditional day. We look forward to our continued collaboration with, and service to, the schools and everyone who supports public education in Carlisle and Concord.

11.08.06

# Concord-Carlisle Community Educators

1. Leslie Ackles
2. Barbara Allison
3. Bob Andrews
4. Mark Angney
5. Eve Apfelbaum
6. Jack Apfelbaum
7. Giselle Aricu
8. Deanna Arista
9. Gina Arons
10. Virginia Auvergne
11. Victoria Avetisyan
12. Chela Badell-Watson
13. Jane Bailey
14. Adam Bailey
15. Michael Barile
16. Maureen Barr
17. Mary Baum
18. Jason Bearfield
19. Jay Bearfield
20. Norman Beecher
21. Daniel Bennett
22. Brad Bennett
23. Pat Bentley
24. Dorothy Bickling
25. Cedric Bien
26. Deborah Bier
27. Rebecca Bilodeau-Dewey
28. Carol Birdsall
29. Donald Bishop
30. Joanne Bissetta
31. Andrew Blickenderfer
32. Sarah Blodgett
33. Don Bogart
34. Hans Bohn
35. Rocco Bombardieri
36. Beverly Ann Bonner
37. Court Booth
38. Sigrid Bott
39. Jean Bowe
40. Mara Briere
41. Tom Brooks
42. Anglique Brouillard
43. David Brown
44. D'Ann Brownrigg
45. Sarah Buckwalter
46. Laura Burgess
47. Matt Burne
48. Judy Burrows
49. Grace Butler
50. Mathew Cadigan
51. Beverly Carroll
52. Jennifer Cavazos
53. Orlando Cela
54. Lee Chadeayne
55. Faith Chamberlin
56. Pierre Chiha
57. Donna & Rick Christo
58. Marybeth Clark
59. Priscilla Clark
60. Justin Cohen
61. Sissie Siu Cohen
62. Russ Cohen
63. John Colman
64. Shirley & Ric Conradt
65. Alexandra Covaci-Putna
66. Holly Cratsley
67. Larry Credit
68. Karen Cudmore
69. Susan Curtin
70. Kim Cyr
71. Tony D'Aveni
72. Gina Dapper
73. Frank de Alderete
74. Christine DeBruzzi
75. JM DeLaBeaujardiere
76. Tamara Dellutri
77. Alfred Dentino
78. Jeremy Dentremont
79. Joanne Derr
80. Deborah Diamond
81. Brian Diehl
82. Nancy & David Dillon
83. Alexei Doohovskoy
84. Ann Dorfman
85. Michelle Doyle
86. Susanna Drake
87. Frank Dunne
88. William Durgin
89. Christine Dwyer
90. Elaine Eannuzzo
91. Mike Eannuzzo
92. Ivor Edmonds
93. Susan Edwards
94. Rick Eifler
95. Paula Eldridge
96. Steve Elefson
97. Jim Elgin
98. Tim Eliassen
99. Joe Elliott
100. Caroline Ellis
101. Sherry Ellis
102. Paulette Everitt
103. Hasso Ewing
104. Araya Anita Fast
105. Jason Felitto
106. Ulla Figwer
107. Megan Fitzharris
108. Hank Fleming
109. Jack Flynn
110. Kathy Forbes
111. Nancy Fox
112. Sabrina Francucci
113. Steven Freiburger
114. Gaetana G. Freniere
115. Valery Frenklakh
116. Sachiko Furui
117. Priscilla Gale
118. Gail Gallagher
119. Mark Garvey
120. Sofia Garza Diaz
121. Ray Gerke
122. Rich Given
123. Johanna Glazer
124. Matt Goldberg
125. Nicole Goldman
126. Andrew Goldstein
127. Terry Golson
128. Jayne Gordon
129. David Goss
130. Anne Gray
131. Samantha Greenfield
132. Phil Grenadier
133. Deborah Gruber
134. Michele Grzenda
135. Brian Haas
136. Nune Hakobyan
137. Chip Halt
138. Seija Halva
139. John Hamel
140. Lorli Hardigg
141. Barbara Harding
142. Deborah Harmon
143. Barry Harsip
144. Al Hastie
145. Henry Haughton
146. Joe Hehn
147. Michael Henchman
148. Wade Hendricks
149. Richard Higgins
150. Kate Hiltz
151. David Holdorf
152. Jim Hollister
153. Joanna Hooley
154. Kerin Horrigan
155. Ginger Hughes
156. Phyllis Hughes
157. Maxine Hugon
158. James Hurley
159. Mary Hurley
160. Susan Jackson
161. Linda Jarrett
162. Polly Jenkins-Man
163. Lynn Joachim
164. Barb Johnson
165. Tim Johnson
166. James Jovenich
167. Sargis Karapetyan
168. Ronald Kaye
169. Carole Lisa Kelley
170. Joan Kenneally
171. Nancy Jo Kessler
172. Tracy Kidder
173. Don Kirby
174. Steve Kirk
175. Florence Kis Gilfix
176. Beth Knauss Wong
177. Scott Knopf
178. Tobi-Ann Kocher
179. Larry Krakauer
180. Carol Krauss
181. Deborah Kreiser-Francis
182. Linda Kuramoto
183. Ginger Lang
184. Karin Lemmermann
185. Elisa Lepene
186. Debbie Levine
187. Marian Levinstein
188. Paul Lewis
189. Anna Liebich
190. Carol Liff
191. Elliot Lillien
192. Annette Lissauer
193. Sal Lopes
194. Steve Loutrel
195. John Lowe
196. Rebecca Lucier
197. Hope Luder
198. Shirley Lynch
199. Kathy Madfis
200. Leslie Madge
201. Rebecca Mahoney
202. Jan Maier
203. Linda Marchi
204. David Margarcos
205. Gregory Marick
206. Lisa Martelli
207. Ellen Martins
208. Robin Masi
209. Larry Masland
210. Ivan Massar

# Concord-Carlisle Community Educators

211. Roger Mattlage	281. Patricia Salvo	351. Sharon Wu
212. John Mattson	282. Monica Sanderson	352. Catherine Yates
213. Ed Mavragis	283. Ava Sarafan	353. Lisa Yendriga-Norberg
214. Daniel Mazur	284. Mark Saydah	354. John Yered
215. Carroll McCaffrey	285. Robin Schulman	355. Jason Yost
216. Susan McCombs	286. Ann Sears	356. Soon Yue
217. Kendra McDowell	287. Bill Seaver	357. James Zebrowski
218. Nancy McPherson	288. Robert Seawright	358. Joe Zellner
219. Jeremiah Mead	289. Bob Seely	359. Mary Zoll
220. Peter Messina	290. Renee W. Senes	360. Robin Zucker
221. Larry Michaels	291. Harriet Severino	361. Lawrence Zuk
222. Jane Miller	292. Yanli Shao	
223. Ken & Dorcas Miller	293. Brian Sheppard	
224. Paul Minor	294. Carolyn Shohet	
225. Joyce Minosh	295. Harold Simansky	10.23.06
226. John Minty	296. Courtney Simpson	
227. Alan Missel	297. Cynthia Simpson	
228. Ellen Moore	298. Matthew Small	
229. Gail Morrissey	299. Lindsay Smith Kafka	
230. Malaena Nahmias	300. Alison Smith-Vaniz	
231. Irina Naryshkova	301. Dawn Snow	
232. Alice Nazarians	302. Andrei Sobchenko	
233. Lawrence Nobrega	303. Elena Soto	
234. David Nurenberg	304. Helene Spoto	
235. Thomas O'Halloran	305. Amy Spound	
236. Marie O'Malley	306. Christopher Stahl	
237. Lucy O'Neil	307. Susan Stamps	
238. Kerry O'Rourke	308. Saul Stanten	
239. Joan Parker	309. Stephanie Stathos	
240. Bruce Pasha	310. Kathryn Steenland	
241. Alka Patel	311. Jan Stewart	
242. Ray Pavlik	312. Melissa Stewart	
243. Jim Pearl	313. Linda Stimson	
244. Kathy Pendergast	314. Nanu Swamy	
245. Ned Perry	315. Naveena Swamy	
246. Barbara Peskin	316. Christine Sweeney	
247. Robert Pettipaw	317. Ben Syversen	
248. Christine Pinney	318. Kareem Talhouni	
249. Kevin Thomas Plodzick	319. Inna Tamarchenko	
250. Stacey Pollock	320. Ray Taylor	
251. Barbara Powell	321. Anita Tekle	
252. Douglas Powell	322. Selim Tezel	
253. Helen Powers	323. Heather Thompson	
254. Sandy Prager	324. Shuncet Thomson	
255. Janet Pride	325. Clara Tompkins	
256. Craig Putnam	326. Janet Toomey	
257. Therese Quinn	327. Brian Traumuller	
258. Maria Quinpanilla	328. Margaret Treglia	
259. Jenny Rankin	329. Joan Turner	
260. Richard Ravich	330. Morwen Two Feathers	
261. Michael Reavey	331. Janet Vaillant	
262. Pamela Ressler	332. Jerry Vejmolá	
263. Fontaine Richardson	333. Mike Vela	
264. Judy Richardson	334. Joseph Verri	
265. Christine Ridout	335. Veronica Voysest	
266. Elliot Ring	336. Sophie Wadsworth	
267. Robbie Robbins	337. Edna Wagner	
268. Mary Roberts	338. Blanchard Warren	
269. Don Robinson	339. Angela Washburn	
270. Mary Robinson	340. Michael Weinstein	
271. Yuni Rodriguez	341. Shelley Weiss	
272. Joan Rolfe	342. David Westcott	
273. Jeremy Ronkin	343. Ingrid Wheeler	
274. Caroline Rossen	344. Pam Wight	
275. Timothy Rotolo	345. Kenneth Willette	
276. Burt Rubenstein	346. Daniel Williams	
277. Alexandra Saad	347. Julie Williams	
278. Deana Saada	348. Tom Williams	
279. Benson Saler	349. Claire Willis	
280. Erika Salloux	350. Leslie Wilson	

**Attachment B – Advisory Committee Fact Finding  
Report to CCRSD, April 2007**



# **Report to the Concord-Carlisle Regional School Committee**

## **Review of fact-finding**

**April 2007**

**From Concord-Carlisle Adult and Community Education  
Advisory Committee**

**Jim Saltonstall, Chair  
Nancy Beecher  
Jean Ford-Webb  
Ellie Garvey  
Berni Jenkins  
Deborah Stoessel  
Joan Turner  
Becky Shannon, School Comm Liaison**

**Court Booth, Director, CCACE**

## PREFACE

The Concord-Carlisle Adult and Community Education program was established in 1954. Since that time it has been the school district's primary means of providing for extended-day access and supervision at the high school, and for year-round continuing education. About 3,500 people enroll in various classes and educational events each year.

The program has always produced fee revenues that were sufficient to pay for its part-time teachers and related non-salary costs.

Until 2005 it relied upon a combination of (1) public funding, (2) facility rentals, (3) new program initiatives, and (4) student fees to provide salary funding for administration and supervision personnel. In 2005 the partial funding for the Director and Secretary was dropped from the Regional School budget.

Since that time, the funding mechanism has been effectively reduced to that of student fees only. For the past year there has been a community discussion about a new funding model for the program. There is increasing uncertainty about the financial stability of the program if it is to rely on the introduction of significantly higher fees to replace the annual budget support.

This report examines the situation facing the department, and provides recommendations that, if promptly considered and acted upon, may ensure that the Adult and Community Education program continues and is managed and supervised by a professional staff.

We believe that a community education program is in the best interests of the schools and the towns, especially Concord where the program is housed. This opinion has been clearly endorsed by the town and its citizens in a number of public forums.

We look forward to working with the administration, School Committee, Concord Finance Committee, Concord Board of Selectmen, and interested citizens in order to identify and implement a funding model to restore the program's financial stability.

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This report follows up on our report delivered to the SC in December 2006 and the Finance Committee's public hearing held on February 28, 2007. In this report, we will attempt to present some of the background material we have gathered on Concord Carlisle Adult and Community Education (CCACE) – some brief history and present assumptions, some comparative material we have gathered on similar programs in other communities and some conclusions and recommendations we believe will help us all understand the issues better and move forward more confidently and more cooperatively.

We can and must find a new “funding model” for CCACE. We trust this document will help us begin this process and provide some context for a workable solution.

**Some introductory remarks:**

1. The material that follows is organized in such a way that there is some textual analysis and some accompanying financial and analytical data. We believe it will be easier to understand if one reads the text with the data side by side. We have chosen not to integrate the data exhibits directly into the text.
2. We have learned a lot from collecting and displaying this data. We trust it will help us begin a meaningful dialog aimed at finding the new funding model needed for CCACE.
3. In some cases, we follow our remarks and analysis with some questions. We believe that answers to these questions, along with the logic associated with the answers, will be extremely helpful to our moving forward with building the vital CCACE program we believe our towns want.
4. We recognize that CCACE is a small component of the SC's responsibility and we do not want to dominate your agenda. At the same time, we recognize that the question of the funding for CCACE has become a community issue that needs a coordinated solution and we hope this material can help us find that solution more efficiently and quickly.
5. Based on all the remarks made at both SC hearings on CCACE, we feel that there is consensus that a strong, vital CCACE is in the best interests of the towns of Concord and Carlisle.
6. Finally, we believe that there are significant synergies that can be achieved by working together:
  - synergies between present CCACE programs for school-aged youngsters and the towns' schools
  - synergies involving CCACE programs and responsible community involvement – preparation for Town Meeting, for instance
  - synergies that can result in the Towns, the schools and CCACE all being stronger and working together
  - and finally, synergies and energy that result from bringing the Towns together and from learning together as we believe was accomplished with the recent Global Warming Symposium and Fair.

## **I. General Background Information and Data**

We provide the following background data not as rationale for returning to where we were, rather as a means of understanding why people feel there has been a change and to explain, as clearly as we can, why the change occurred.

### **Exhibit 1: CCACE's Revolving Fund**

Revolving funds are common accounting methods to separate the funding and tracking of income and expenses for various programs within a larger budget context. Thus, CCACE's revolving fund tracks income and expenses related to CCACE only during each fiscal year (July 1 to June 30).

- Exhibit 1A has a brief written description of the revolving fund concept.
- Exhibit 1B shows a historical record of CCACE's revolving fund. Note that the fiscal year operating budget (column 8) has varied year to year. Also note that the revolving fund at the end of FY 2006 was \$88,500. We anticipate it will be reduced by about \$30,000 by the end of FY 2007. We understand that the SC eliminated its financial support for CCACE in 2005 in order to devote all its tax resources to the towns' schools – teacher salaries and other school expenses. And we understand that the SC does not intend to renew any support to CCACE in the future on the belief that the CCACE program should be able to pay all its costs going forward.

**Question:** The existing Revolving Fund gives CCACE some security in the short term (next 2-3 years). If it becomes clear that increased fees and other measures will not allow CCACE to balance its budget, how would the SC respond?

### **Exhibit 2: Enrollment**

This exhibit (and the last column of Exhibit 1B) shows enrollment in CCACE courses this fall. Clearly, fee income and enrollment are closely connected. We are unclear how “elastic” (to use an economic term) enrollment will be. For instance, we do not know how enrollment would be impacted by a large increase (or decrease, for that matter) in course fees.

**Enrollment breakdown:** about ¼ of enrollees are students still in school, about ¾ are adults  
**Enrollment breakdown:** about 50% are Concord residents, 15% Carlisle residents, 35% from neighboring communities

**Comment:** If enrollment drops off as fees increase, we may find no increase in “net revenue” to the program.

### **Exhibit 3: Course Fees**

We have heard some say that CCACE has not raised course fees over the last several years. This statement is not true. Exhibit 3 shows a cross section of courses that are repeated yearly and shows the increases in course fees over the last six years for those courses. Courses do change from one year to the next, so in many cases it is not possible to expand this exhibit to all courses

offered by CCACE. If it would be helpful, we can broaden this exhibit. Each semester, we attempt to assess the appropriate fee schedule. In so doing, we review enrollment, compare our rates with those in neighboring towns for similar courses, and try to keep course fees down to encourage enrollment and make it possible for as many citizens as possible in town to enroll.

**Assumptions used:**

- Course fees are reviewed and established each semester to achieve maximum participation and maximum revenue.
- a course will be cancelled if it is projected to operate at a deficit (i.e. we have to pay the teacher more than the total enrollees generate in fees). Thus, all courses contribute to overhead. Courses with larger enrollments obviously generate more net revenue to CCACE

**Exhibit 4: Out-of-District Facility Rentals**

A review of the rental revenue flowing into CCACE shows one reason for our concern. In the last few years, revenues from managing outside rentals has dropped from the \$30,000/year range to only \$1,400 in FY 2007 to date. The SC policy document (approved 9/27/05 and attached as exhibit 4B) on use of school facilities would suggest (see # 8) that CCACE can continue with such rentals with the permission on the SC. This leads us to ask:

**Question:** We would like to generate some additional rental income through programs that do not currently rent school facilities (additional child care, outside rentals of school facilities supervised by CCACE, for example). This method of raising additional revenue would not, we believe, interfere with school programs nor would they be funded by taxes. We believe this opportunity should be restored and expanded, with revenues flowing to CCACE.

**Exhibit 5: Direct Expenses for CCACE (in-kind contribution from schools)**

This Exhibit has been generated by the school's business office and provides some detail of the "in-kind" contributions made by the Regional School District to CCACE. As citizens, we acknowledge and appreciate these contributions and recognize that they are important to our continued existence. At the same time, we believe these "costs" are overstated as we do not believe the school department would "save" anywhere near \$68,000 were CCACE to stop operations. For instance, CCACE uses office space at Ripley, space which is not in demand for other functions as far as we know. This space would be cleaned and heated (to a lesser degree, to be sure) regardless of whether CCACE was using the space. As a community-based program, CCACE uses not only facilities at CCHS, but also relies on in-kind contributions of space at other schools (in Concord and Carlisle) and community buildings.

**Exhibit 6: Review of Fall 2006 Class enrollments**

This exhibit provides a sample listing of the number of courses offered in the fall of 2006. As you will note, the sheet lists each course, the total receipts (course fees), expenses per course (usually teacher compensation is the principle expense) and the net per course.

A summary of this material is as follows: there are...

- 41 courses enrolling 1-4 students (many are online courses)
- 39 courses enrolling 5-9 students
- 26 courses enrolling 10-14 students
- 24 courses enrolling 14 or more students

#### **Exhibit 7: Comparison with neighboring towns**

We have three sources of information about how our program compares with those in neighboring towns. First, at the beginning of this year, each member of our committee contacted several neighboring towns to ask about their programs. Second, through his association with other directors, Court Booth has lots of data about other towns and their programs. These two sources of information make up exhibit 7A, essentially a checklist of how programs compare. The data source includes 22 towns. Third, Exhibit 7B was prepared by the school administration. They surveyed some of the same towns and some other data they wanted for their information.

##### **Comments:**

- These exhibits are confusing at best. Adult and community education programs vary widely from town to town. Offerings and facilities vary widely as well. There does not appear to be any particular formula that works in those towns where adult and community education makes money. The only conclusion we feel we can draw is that successful programs typically result from a combination of course fees, rentals and community programs.
- It is true that no adult and community education programs are supported through direct subsidy from the schools.
- **School districts that consolidate their community fee-based programs within the community education program hold the best potential for funding their administrative and management costs from fees alone.**

## **II. Looking Ahead**

With the above background data in hand, let us turn to the more important issue of how to move forward. As we do so, we understand that you (SC) want us to move forward on the basis that course fees and other income will cover the full range of all CCACE costs – program teachers, administrative salaries, program expenses and any associated expenses. We are not opposed to this thinking, though we feel that course fees alone will be unlikely to give the community education program stability and resilience in the years to come. Just as successful people invest in a diversified portfolio of investments, we feel it is unwise to rely only on course fees.

#### **Exhibit 8: Estimate of year-end FY 2007**

You will note that we expect total expenses of \$ 715,000 this year versus income of \$ 680,000, for a year-end estimated deficit of \$ 35,000 in FY 2007. Assuming these numbers prove accurate, the Revolving Fund will drop to \$53,500 at the end of this school year.

## **Exhibit 9: Projected Budget for FY 2008**

The projected deficit for FY 2008 is \$ 15,000, based on further increases in course fee income and maintaining expenses at their current level (this assumes we will reduce salary expense by reducing slightly the number of hours worked). As we look ahead to FY 2008, we feel uneasy about how further increased fees will impact enrollment. Clearly, if enrollment drops, even with increased fees, we may not see an increase in total revenues.

### **Comments:**

1. Just as school administrators worry about the stress and morale of overtaxed employees, so we worry that our CCACE staff is already overtaxed and we fear that any further "tightening" of administrative staffing will put the CCACE program at risk. Indeed, we would go further and claim that the staff (Court Booth, Mary Zellner, and Deborah Jancek) are already overstretched and we worry about their capacity to keep up the existing program. And we recognize that contractual obligations may limit flexibility here.
2. Comment 2 and question: To some degree, the issues here revolve around program. How extensive should the CCACE program be? Should we focus the program on our youth, providing supplementary courses (languages, for instance)? Should we focus the program on the adults in the community and reduce the programs for the youth? Should we eliminate the "community" programs and leave "global warming" to others? Clearly, reducing the program would ease the administrative burden somewhat. See Mission Statement -- next.

## **Exhibit 11: Mission Statement**

Last year, we worked hard to craft our statement of mission and philosophy. You will see that we came up with a statement that includes a program with two components: a well-defined classroom-based series of courses and a "community" component that is harder to define and control.



## Fact versus Opinion

Much of the material discussed above is well based in fact. The data is real; the interpretation of it is always somewhat subjective. Clearly, we cannot be so confident looking forward as we are in hindsight. Nevertheless, it is important to look ahead and, as we do so, we would like to share some observations that we believe to be true. This is a valuable exercise as, once identified, we can think about, even plan around, some of the risks we believe we may encounter. What follows is a list of concerns, worries, if you will, about the future viability of CCACE.

1. As Jim Saltonstall expressed to the SC in December, **we feel that CCACE as we have known it is in some jeopardy**, if not in the short-term, certainly within 2-3 years.
2. We believe we have cut administrative costs to the bone, if not to the heart. The current staff is responsible for publishing and distributing three comprehensive catalogs each year, for enrolling 4,000 students and supporting 300 teachers and they do this with 2.5 staff members. We are all working harder and longer hours today, but we believe we cannot ask more of these dedicated employees.
3. From what we have learned, we believe we have cut expenses just about as much as they can be cut. Any further cuts will further imperil the program.
4. **Conclusion # 1: If we cannot cut expenses further, the only solution is to increase revenues coming into CCACE. Fortunately, we believe there are opportunities to do so**, opportunities that will not further tax the taxpayers of the town, but through some new programs that seem, to us, to complement programs that we currently offer – child care programs, increased rentals of school facilities after hours, programs in the summer, etc.

Before we present some rather specific recommendations for your consideration, we would like to stress that we believe strongly that a broad and energetic adult and community education program can enliven a community, provide an outlet for the talents of community members, and provide unique opportunities for citizens to reap the benefits of learning together and living together, opportunities that are perhaps more important than ever in today's "specialized" world. In discussing adult and community education, we have heard many citizens use the word **synergy** and it seems to fit perfectly what we view as the mission of CCACE. Consider these examples:

- We believe CCACE provides terrific opportunities to our youth to solidify what they learn in school and to expand on that knowledge through CCACE programs, and ## of them do so. Our high school students love to perform in the annual CCHS musical, and their individual music lessons, coordinated through CCACE, enhance their performance on the stage. Everyone benefits.
- We believe CCACE provides unusual opportunities to learn about how local government works, and we provide courses to discuss and think about local initiatives, making for more informed citizens. We all benefit through better government.
- Through the Village University, CCACE provides opportunities for senior citizens to share their knowledge and experience as teachers and provide learning opportunities for those who crave more knowledge. Both teacher and students benefit.

- One of the challenges in today's world is to get people to talk together, to exchange thoughts and opinions, to work together. Community events like the Global Warming Symposium play a unique role in this conversation.

In short, we believe that, by working together, we will all be stronger, smarter and more fulfilled. Put another way, we believe that CCACE makes major contributions to the community climate, a climate that stresses openness, communication and positive spirit.

### III. Conclusions, Observations and Recommendations

#### Conclusion # 1:

**As stated above, given the current program, we believe we have cut expenses to the bone. Thus, we believe that the "solution" to the funding issues MUST lie in raising additional revenues, not further reducing expenses.** The current funding challenges appear to have been caused by two factors: the loss of the school department budget support and the close-to-simultaneous drop-off in rental revenues.

The question remains, can CCACE be totally self-funding? The answer is not clear at this time, though it clearly relates to the next item – PROGRAM. **What does seem clear is that the cash shortfall for a stable, vital adult and community education program is \$40-50,000/year under the present funding model.**

#### Recommendations:

1. Raise course fees: this recommendation is already in motion. It may take several years to really understand how effective it will be, since we will need to assess how further increases in fees impact enrollment.
2. Consider a once-yearly processing fee, which would be designated to subsidize administrative costs. A \$10 yearly registration fee should raise about \$\_\_\_ based on the current \_\_\_ person enrollment. (Our 4,000 enrollments come from \_\_\_ people – many people enroll in more than one course)
3. Increase the \$3 non-resident course surcharge. Non-residents pay a higher fee than do residents.
4. Encourage CCACE to bring in and coordinate additional rentals of regional school facilities. Given past experience, such rentals could net at least \$20,000 per year.
5. If the Town of Concord's budget can support it, consider an allocation from the Town to the Regional School District to "fund" a portion of the shortfall noted above. The logic for allowing such support would be that some of CCACE's programs are truly "community programs" designed to appeal to citizens and they are not specifically traditional courses. We believe the taxpayers support CCACE community programs and would approve such a suggestion. [We note that some other Town programs (ex. Recreation Department and Council on Aging) receive support from the Town.]
6. Seek other funding sources (fundraising, grants). We believe the effort involved here with all the competing interests is unlikely to be the most fruitful approach.
7. Consider increasing the processing fee for withdrawals.
8. Consider working with the Board of Selectmen of both towns to move CCACE reporting to the public schools.

**Conclusion # 2:**

**We must agree on the PROGRAM that is appropriate for CCACE.** CCACE's mission statement (See Exhibit 11) is, essentially, a program statement. We believe there is broad support for this program statement, and it does shape the scope of our activities or work. Inevitably, the program defines the scope and the funding model required to support the scope.

**Recommendations:**

1. Review the mission statement with the Selectmen and School Committee to determine how broad a program is desired by the Towns.
2. With more clarity of program, build an appropriate funding model to support the program.

**Conclusion # 3: CCACE should continue to be part of the school department and should report through CCRSD**

Though there are components of CCACE's work that are not directly related to the schools, most of its work involves the schools – use of facilities, class rooms and equipment, teachers, students (youth and adults). At the same time, there are aspects of CCACE's work that are quite different in nature from day-to-day school administrative work. This makes the supervision of CCACE a particular challenge. We note from our community analysis that almost all adult and community education programs report through the school committee.

**Suggestion for Moving Forward - Process:**

As we seek a new funding model, we believe it will be helpful to have input from a number of constituencies in Town and we suggest a small group to address the funding issue. Possible committee members: a member of the Advisory Comm, a member of the SC, a member of the FinCom, a Selectman, and perhaps a member at large appointed by the Town Manager. We believe the deadline for appointing this committee and should be the beginning of June 2007, with a final report due by November 1, 2007. This controversy has gone on too long and has consumed too much community energy. We are eager to move forward and believe we can find a new funding model which will allow us all to move forward with confidence.

### **Revolving Fund**

#### **A mechanism for collecting and disbursing fees in community school programs**

The department has two mechanisms through which it receives and expends revenues.

##### **1. Concord-Carlisle Regional School District budget account**

The Concord-Carlisle Regional School District has a "line item" in its annual budget for the two full-time members of the professional staff (Director and weekday secretary). Partial funding for these positions occurs through the established budget-making processes of the Concord-Carlisle Regional School District and the Concord and Carlisle Town Meetings. Funding in these two salary accounts (\$2 FY 2007) is authorized by Town Meeting and expended for those personnel.

##### **2. Adult & Community Education "revolving fund"**

The General Laws of Massachusetts enable school districts to deposit and expend moneys received for community school programs in an account that is separate from the accounts established and funded through the traditional budgeting and funding process. In other words, a school district may use fees collected for community school programs, directly for those programs.

(The alternative would be to deposit those moneys, and allocate them in a future year, necessitating pre-funding of community school programs through traditional annual budgeting.) While a revolving fund expedites the collection and expenditure of community school fees, it does not reduce to any degree the public and government oversight these funds may receive. It allows for receipt and expenditure within a fiscal year, under the authority of the school or town treasurer, in order to minimize the annual funding otherwise required for a community school program. It manages the revenues to pay teachers, non-salary costs, and part of the full-time salaries of the department.

A revolving fund is not a funding source. It is simply an account that manages receipts and expenditures each day, rather than an account that is funded fully in a more traditional fashion on an annual basis.

#### **The General Laws of Massachusetts**

##### **PART I. ADMINISTRATION OF THE GOVERNMENT      TITLE XII. EDUCATION CHAPTER 71. PUBLIC SCHOOLS                      SCHOOLHOUSES**

##### **Chapter 71: Section 71E. Appropriations for and expenditure of receipts from adult education and continuing education programs**

Section 71E. In any city or town which accepts this section, all moneys received by the school committee in connection with the conduct of adult education and continuing education programs, including, but not limited to adult physical fitness programs conducted under section seventy-one B, summer school programs and programs designated by prior vote of said committee as community school programs, and in connection with the use of school property under section seventy-one, shall be deposited with the treasurer of the town or city and held as separate accounts. The receipts held in such a separate account may be expended by said school committee without further appropriation for the purposes of the program or programs from which the receipts held in such account were derived or, in the case of the use of school property account, for expenses incurred in making school property available for such use, notwithstanding the provisions of section fifty-three of chapter forty-four of the General Laws. A city or town may appropriate funds for the conduct of any such program or for expenses incurred in making school property available for such use, which funds shall be expended by the school committee in addition to funds provided from other sources. Three years from the date a city or town accepts the provisions of this paragraph, and every third year thereafter, said city or town may act to rescind its original acceptance.

Adult Community Education Advisory Committee  
 Report to the Concord-Carlisle School Committee  
 April 2007  
 Exhibit 1B: Revenue-Expense -Enrollment Summary

Fiscal Year (FY)	Community Ed Revenues		Total: Budget & Revenue		Community Ed Expense		Total FY Expenditures		FY Operating Balance		Year-End Fund Balance		Fee-based Enrollments	
	RSD Salary Budget	Community Ed Revenues	Total: Budget & Revenue	RSD Salary Expense	Community Ed Expense	Total FY Expenditures	FY Operating Balance	Year-End Fund Balance	Fee-based Enrollments					
1990	\$41,701	\$172,282	\$41,701	\$107,927	\$149,628	\$22,654	\$78,968	3,600						
1991	\$49,124	\$203,240	\$49,124	\$144,575	\$193,699	\$9,541	\$88,509	3,593						
1992	\$49,852	\$224,884	\$49,852	\$154,567	\$204,419	\$20,465	\$108,974	4,247						
1993	\$50,518	\$220,059	\$51,079	\$166,574	\$217,450	\$3,170	\$112,143	4,396						
1994	\$51,641	\$208,732	\$51,641	\$191,619	\$243,260	-\$34,528	\$77,615	4,959						
1995	\$22,833	\$195,914	\$22,833	\$241,396	\$234,229	-\$38,315	\$39,300	4,637						
1996	\$22,833	\$219,999	\$22,833	\$282,287	\$205,120	\$14,879	\$54,179	4,111						
1997	\$22,833	\$231,484	\$22,833	\$226,566	\$243,399	-\$11,915	\$42,264	4,953						
1998	\$26,550	\$219,637	\$26,550	\$240,588	\$227,133	-\$7,496	\$34,770	4,934						
1999	\$36,560	\$350,219	\$36,560	\$302,696	\$339,256	\$10,963	\$45,732	4,907						
2000	\$50,103	\$354,422	\$50,103	\$279,189	\$329,292	\$25,130	\$70,862	5,181						
2001	\$51,350	\$374,239	\$51,350	\$305,158	\$356,468	\$17,771	\$89,779	4,438						
2002	\$58,889	\$442,192	\$58,889	\$377,597	\$436,016	\$6,177	\$95,955	5,397						
2003	\$61,621	\$430,000	\$60,122	\$376,934	\$437,056	\$10,006	\$105,961	5,078						
2004	\$60,949	\$561,582	\$60,949	\$492,564	\$553,513	\$8,069	\$114,029	5,263						
2005	\$2	\$656,249	\$2	\$650,730	\$650,732	\$5,517	\$117,028	4,436						
2006	\$2	\$655,430	\$2	\$683,931	\$683,933	-\$28,503	\$88,525	4,167						
Est 2007	\$4	\$680,004	\$4	\$715,000	\$715,004	-\$35,000	\$53,000	4,000						
Est 2008	\$4	\$700,004	\$4	\$745,000	\$715,004	-\$15,000	\$38,000	4,000						

**Exhibit 2: Enrollment (Monthly tracking)**

**CONCORD CARLISLE REGIONAL SCHOOL DISTRICT  
ADULT & COMMUNITY EDUCATION**

**DIRECTOR'S MONTHLY REPORT  
PROGRAM ACTIVITY AND REVENUE-EXPENSE DATA**

**2.12.07**

**Courses and programs and students, Winter semester to date 2/8/07**

746	course enrollments
403	instrumental music students
9	winter courses underway (also year-long carry-over courses)

**Fall 2006**

1,546 community education enrollments, all categories  
*See Summary Data FALL '06 for revenue/expense/enrollment for each course*

**Financial YTD 2/5/07**

\$553,957	revenue
\$515,958	Expense
\$17,000	Encumbered for courses started 1/1-2/4/07
\$20,999	2/4/07 operating balance

In the past 28 days the department's operating balance moved from -8,344 to +\$20,999, which reflects the nature of the changes in a "revolving" fund. This positive balance reflects most of the winter community education revenues. Staff expenses for the two full-time and two part-time personnel are about \$12,500 per month. Every receipt and expense and course decision receives careful attention.

Our year-end (6/30/07) deficit is projected at this time to be better than last year's \$28,000, with fee increases, fundraising, and further staffing cutbacks underway.

**Director's Priorities December January 07-February 07**

Winter semester courses and programs  
Spring and summer planning  
FY 08 budget proposal; program planning, revenue generation, staffing adjustments  
Fall program wrap-up  
Public relations

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**Exhibit 3: Course Fees**

The department sets course fees as high as possible, in order to maximize revenues and recover costs, while attempting to keep fees within reach of families and individuals in the school district.

Course fees are reviewed carefully each time a semester is organized. The fees are set to achieve 100% cost recovery for the course, plus the maximum revenue to provide for salary and non-salary costs associated with the department. Factors in budgets and fee-setting for courses include teacher compensation, materials costs, facility support, minimum-maximum numbers, and projected enrollments.

These are examples of fee increases over the past several years.

<u>30-min music lesson</u>		
2000: \$16	2006: \$22	37.5% increase
<u>CPR class</u>		
2000: \$52	2006: \$60	15% increase
<u>Adult language course</u>		
2000: \$80	2006: \$95	19% increase
<u>Children's language course</u>		
2000: \$12/class	2006: \$17.50/class	46% increase
<u>Parent-Toddler course</u>		
2000: \$85	2006: \$120	41% increase
<u>Computer Club for Seniors</u>		
2000: \$20	2006: \$25	25% increase
<u>one-night seminars</u>		
2000: \$15	2006: \$20	25% increase
<u>Driver Education</u>		
2001: \$305	2006: \$400	31% increase
<u>Sewing</u>		
2001: \$60	2006: \$75	25% increase
<u>Armchair Travels</u>		
2000: free	2006: free	no change
<u>Reading Group</u>		
2000: \$20	2006: \$20	no change
<u>Concord History</u>		
2000: \$75	2007: \$150	100% increase
<u>Photography</u>		
2000: \$135	2006: \$198	47% increase

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**Exhibit 4: Facility Rentals to Out-of-District Groups**

"Other Than District Non-Profit" School Facility Rental Activity  
FY 2003-Present

Fiscal Year	Community Education Billing totals
FY 2003	\$32,207
FY 2004	\$30,525
FY 2005	\$32,671
FY 2006	\$21,121
FY 2007	\$1,412                      year to date



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**Exhibit 5: Indirect Expenses**

**District Expenses for Adult & Community Education**

<b>Use</b>	<b>Description</b>	<b>Cost</b>
<b>Facility</b>		
Electricity	12 classrooms x 4 times/wk x 10.17 x 28 weeks	\$ 13,668
Heat for Classrooms	Facility Engineer estimates equivalent to electricity	\$ 13,668
Office Space	1600 sw. ft. of office space	\$ 25,600
<b>Administrative Support</b>	3 hrs./mo.	\$ 2,098
<b>Business Staff</b>		
District Acct	2 hrs./wk.	\$ 3,200
Finance Dir	1/2 hr./wk.	\$ 1,516
Payroll	1 hr./wk.	\$ 1,160
Human Resources	(CORI) 1/2 hr.wk.	\$ 540
<b>IT Support</b>	1-2 hrs per month	\$ 390
<b>Telephone</b>	5 phone lines as % of district cost	\$ 2,589
<b>Copy Center</b>	15 min. per week	\$ 500
<b>Ripley Custodial</b>	1/2 hr. per day	\$ 3,039
<b>Subtotal</b>		\$ 67,969

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**Exhibit 6: Semester Summary Data (representative page) Fall 2006**

Title	No.	Start	End Date	C?	Enr	Receipts	Payment 1	Payment 2	Voucher	Dept Mat	net	Type
French 1	380	10/11/2006	12/20/2006	N	6	\$570.00	\$640.00				\$70.00	Language
French 2	330	9/27/2006	12/6/2006	N	4	\$646.00	\$640.00				\$6.00	Language
French 3	331	10/5/2006	12/11/2006	Y								Language
French 4	332	9/27/2006	12/6/2006	N	10	\$965.00	\$640.00				\$325.00	Language
Italian - Beginning	333	9/19/2006	11/21/2006	N	18	\$1728.00	\$640.00				\$1088.00	Language
Italian - Intermediate	334	9/18/2006	12/11/2006	N	21	\$2109.00	\$640.00				\$1469.00	Language
Japanese - Beginning	338	9/26/2006	12/6/2006	N	9	\$1362.00	\$913.00				\$449.00	Language
Japanese - Beginning II	339	9/26/2006	11/28/2006	Y								Language
Spanish - Advanced (3)	337	9/26/2006	12/05/2006	N	14	\$1271.00	\$640.00				\$631.00	Language
Spanish - Beginning (1)	335	9/19/2006	12/12/2006	N	16	\$1520.00	\$640.00				\$880.00	Language
Spanish - Intermediate (2)	336	9/27/2006	12/6/2006	N		\$665.00	\$640.00				\$25.00	Language
<b>Languages</b>					105	\$10728.00	\$5995.00				\$4733.00	
2006 Fall Book Discussion Group/The	446	10/17/2006	11/14/2006	N	18	\$566.00					\$566.00	Literature
2006 Fall Book Discussion Group/The	447	10/19/2006	11/27/2006	N	39	\$189.00					\$189.00	Literature
Exploring Emerson	356	10/4/2006	11/8/2006	N	16	\$240.00	\$270.00				\$30.00	Literature
Handling the Language of Shakespeare	355	9/26/2006	11/14/2006	Y								Literature
<b>Literature and Reading Groups</b>					33	\$247.00	\$270.00				\$23.00	
Instant Piano for Busy People	137	10/27/2006	10/17/2006	N	14	\$663.00	\$467.00				\$196.00	Music
Instrumental Music - Private Instrumental	5000			N								Music
Taiiko - Grades 3-8	386	9/27/2006	12/21/2006	Y								Music
Taiiko - High School 8 - Adult	385	9/27/2006	12/21/2006	N	10	\$3003.00	\$2100.00				\$903.00	Music
Taiiko - Master Class	135	9/14/2006	9/14/2006	N								Music
Traditional Jazz Workshop	133	9/25/2006	12/10/2006	N	8	\$403.00		\$250.00			\$153.00	Music
Women's Harmony Delight Chorus	136	9/28/2006	12/14/2006	N	20	\$3220.00	\$1575.00				\$1645.00	Music
<b>Music</b>					49	\$7289.00	\$1982.00				\$5307.00	
Family Night/Hike/Pinkalaset/Saw Mill	361	9/22/2006	9/22/2006	Y								Nature
Hawk Watching on Mt. Wachusett	362	9/23/2006	9/23/2006	Y								Nature
<b>Nature and Science</b>												
Beginning Writers Workshop	9000			N								Online
Get for the Absolute Beginner	9007			N		\$1411.00					\$1411.00	Online
Computer Skills in the Workplace	9013			N		\$59.00					\$59.00	Online
Ed2Go	7006			N		\$59.00					\$59.00	Online
Intermediate Microsoft Excel 2003	9010			N		\$79.00					\$79.00	Online
Introduction to Database Development	9008			N		\$59.00					\$59.00	Online
Introduction to the Internet	9009			N		\$59.00					\$59.00	Online
Introduction to Windows XP	9002			N		\$59.00					\$59.00	Online
Java for Absolute Beginner	9015			N		\$59.00					\$59.00	Online
Keys to Effective Editing	9006			N		\$59.00					\$59.00	Online
Project Management Fundamentals	9004			N		\$59.00					\$59.00	Online

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**Exhibit 6: Semester Summary Data (representative page) Fall 2006**

Title	No.	Start	End Date	C?	Enr	Receipts	Payment 1	Payment 2	Voucher	Dept Mat	net	Type
<b>Online Learning</b>												
The Craft of Magazine Writing	3003	10/23/2006		N	1	\$39.00			\$52.00		\$17.00	Online
Writing for Children	3000			N	1	\$69.00			\$52.00		\$17.00	Online
<b>Outdoor Adventure and Travel</b>												
Amchair Travel - New Mexico/Narrow	804	10/23/2006	10/23/2006	N	10	\$781.00			\$576.00		\$205.00	Outdoor
Amchair Travel - Provence and the	800	10/16/2006	10/16/2006	N								Outdoor
Amchair Travel - At Overseas Adventure	804	11/20/2006	11/20/2006	N								Outdoor
Amchair Travel - Help Hiking in the	808	11/16/2006	11/16/2006	N								Outdoor
Amchair Travel - The Five Villages of	802	10/30/2006	10/30/2006	N								Outdoor
Amchair Travel - The High Andes Today	805	12/11/2006	12/11/2006	N								Outdoor
Explore Massachusetts - Brookwoodland	352	10/26/2006	10/26/2006	N	5	\$115.00		\$35.00			\$80.00	Outdoor
Explore Massachusetts - World's End	348	10/12/2006	10/12/2006	N	4	\$90.00		\$60.00			\$30.00	Outdoor
Fabulous Florence Italy	351	10/18/2006	10/18/2006	Y								Outdoor
Maine-New Hampshire Lighthouse Tours	347	10/8/2006	10/8/2006	N	4	\$396.00			\$220.00		\$176.00	Outdoor
Mystic Walks	346	9/4/2006	9/4/2006	N	16	\$1060.00	\$645.00				\$415.00	Outdoor
Trailing Thoreau - The Concord Landscape	349	10/11/2006	10/11/2006	N	5	\$150.00	\$60.00				\$90.00	Outdoor
Village to Provence	350	10/17/2006	10/17/2006	Y								Outdoor
<b>Parenting and Parent Education</b>												
Advocating for Your Special Needs Child	320	10/18/2006	10/18/2006	Y	34	\$1381.00	\$735.00	\$85.00	\$220.00		\$741.00	Parent
Communicating with Your Baby	425	10/27/2006	10/27/2006	Y								Parent
Nanny At Play Toddler Program (1-3)	106	9/13/2006	12/11/2006	Y								Parent
Parent Infant Program (2-3) Tuesday	103	9/12/2006	11/28/2006	Y	12	\$2808.50	\$840.00		\$241.68		\$1766.82	Parent
Parent Pre-school Program (2-3) Friday	105	9/15/2006	11/28/2006	Y								Parent
Parent Pre-school Program (2-3)	104	9/13/2006	11/26/2006	N	18	\$1205.00	\$330.00				\$875.00	Parent
Parent Toddler Program (1-2) Thursday	102	9/14/2006	11/27/2006	N	20	\$1383.00	\$630.00				\$753.00	Parent
Parent Toddler Program (1-2) Tuesday	101	9/12/2006	11/28/2006	N	12	\$100.00	\$50.00				\$50.00	Parent
Resilience: Help Your Child Overcome	321	10/17/2006	10/17/2006	N	24	\$397.50	\$215.00				\$182.50	Parent
What's Baby Saying	426	11/2/2006	11/2/2006	Y	68	\$100.00					\$300.00	Parent
<b>Personal Finance and Investing</b>												
Creating Cash Flow	155	10/12/2006	10/12/2006	Y								Persona
Critical Topics in Estate Planning	339	11/9/2006	11/9/2006	N	4	\$100.00		\$50.00			\$50.00	Persona
Estate Plan 101: Robust Planning	104	10/26/2006	10/26/2006	Y								Persona
Financial Planning for Women	111	10/19/2006	10/19/2006	N	5	\$100.00		\$50.00			\$50.00	Persona
Investment's Not Only For the Rich	112	10/24/2006	10/24/2006	Y								Persona
Lares Developments in Financial Planning	115	11/14/2006	11/14/2006	N	13	\$260.00	\$50.00				\$210.00	Persona
Maximize Your College Financial Aid	116	10/16/2006	10/16/2006	N	2	\$20.00		\$20.00			\$0.00	Persona
Understanding and Using Exchanges	113	10/25/2006	10/25/2006	N	24	\$501.00		\$170.00			\$331.00	Persona
<b>Personal Finance and Investing</b>												
Driver Education (afternoon) 1-3	550	9/26/2006	9/26/2006	N	30	\$1500.00					\$1500.00	SALE
Driver Education (evening) 1-3	551	9/26/2006	9/26/2006	N	31	\$1550.00					\$1550.00	SALE



Exhibit 7: Community Education Survey

	Arlington	Acton-Boxborough	Assabet Valley	Bedford	Belmont	Brookline	Chelmsford	Concord-Carlisle	Dover-Sherborn	Harvard	Lexington	Lexington (MMV-T) Comm Ed	Littleton	Lynnfield	Maynard	Middlesex Comm College CE	Newton	Watertown	Wayland	Wellesley	Westford	Winchester
<b>Key</b>																						
	No - or does not apply																					
	yes																					
<b>Governance</b>																						
School Dept	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Municipal																						
Other																						
<b>Support for Comm Ed</b>																						
School Budget																						
Town Budget																						
Other																						
In-Kind Support	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Support from Comm Ed</b>																						
Provide K-12 services	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓
Provide K-12 funds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓
<b>Facilities</b>																						
Office	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Daytime facilities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Nighttime facilities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Weekend facilities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
After schl scheduling	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Gym	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pool(s)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Other	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Population (1,000s)</b>																						
<b>Director Salary (1,000s)</b>																						
	89	40*	91	NA			72	62	57		40*	56										85

Exhibit 7: Community Education Survey

	Acton-Boxborough	Arlington	Assabet Valley	Bedford	Belmont	Brookline	Chelmsford	Concord-Carlisle	Dover-Sherborn	Harvard	Lexington	Lexington (MMV-T) Comm Ed	Littleton	Lynfield	Maynard	Middlesex Comm College CE	Watertown	Wayland	Wellesley	Westford	Winchester
<b>Types of Programs</b>																					
Day Care	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Extended-day	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Summer Camp	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Facility Rentals	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Driver Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
K-12 enrichment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Adult continuing ed	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Vocational Trade	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Other	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Staffing</b>																					
Director	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Coordinator	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Secretary/Registrar	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Other	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2006 enrollments (1,000s)	2						4									2					
Advisory Committee	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Adult Community Education Advisory Committee  
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**Exhibit 8: 2006-2007 Revenue-Expense Estimates**

**Projected Revenues FY 2007**

Community Education classes	\$ 293,000
Instrumental Music Instruction	\$ 345,000
Student materials cost recovery	\$ 8,000
Building Services cost recovery	\$ 6,000
Grants and donations	\$ 17,000
Interest	\$ 11,000
<b>Total Revenues</b>	<b>\$ 680,000</b>

**Projected Expenses FY 2007**

Instructional Services: Classes & Programs	\$179,000
Instructional Services - Instrumental Music Instruction	\$320,000
Administrative Salary (1/2 instructional)	\$73,500
Clerical & Supervisory Salaries	\$83,500
Building Services overtime	\$8,000
Instructional materials	\$15,000
Office supply	\$2,000
Printing & postal	\$15,000
Professional development	\$100
Equipment	\$3,000
Equipment Maintenance & IT support	\$3,000
Publications & Memberships	\$1,000
Bank Transaction Charges	\$10,000
Mileage, Refunds, Other	1,900
<b>Total Expenses</b>	<b>\$715,000</b>

<b>Operating balance for Fiscal Year 2007</b>	<b>(\$35,000)</b>
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<b>Fiscal Year 2007 Starting Balance in Revolving Fund</b>	<b>\$88,525</b>
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<b>Estimated Starting Balance for FY 2008</b>	<b>\$53,525</b>
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Adult Community Education Advisory Committee  
Report to the Concord-Carlisle School Committee  
April 2007

**Exhibit 9: 2007-2008 Revenue-Expense Estimates**

**Projected Revenues FY 2008**

Community Education classes	\$ 285,000
Instrumental Music Instruction	\$ 355,000
Student materials cost recovery	\$ 8,500
Out-of-District facility fees	\$ 20,000
Grants and donations	\$ 20,000
Interest	\$ 11,500
<b>Total Revenues</b>	<b>\$ 700,000</b>

**Projected Expenses FY 2008**

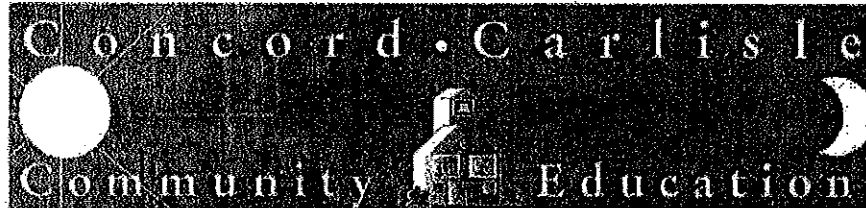
Classes, Programs & Services	\$185,000
Instructional Services - Instrumental Music	\$335,000
Administrative Salary (1/2 instructional)	\$73,500
Clerical & Supervisory Salaries	\$70,000
Building Services overtime	\$8,000
Instructional materials	\$12,000
Office supply	\$2,000
Printing & postal	\$14,000
Professional development	\$0
Equipment	\$0
Equipment Maintenance & IT support	\$3,000
Publications & Memberships	\$1,000
Bank Transaction Charges	\$10,500
Mileage, Refunds, Other	1,000
<b>Total Expenses</b>	<b>\$715,000</b>

<b>Operating balance for Fiscal Year 2008</b>	<b>\$ (15,000)</b>
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<b>Estimated Fiscal Year 2008 Starting Balance in Revolving Fund</b>	<b>\$53,000</b>
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<b>Estimated Starting Balance for FY 2009</b>	<b>\$38,000</b>
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**Exhibit 10: Mission Statement - Adult & Community Education Advisory Committee**



**Mission**

**Concord Carlisle Adult & Community Education (CCACE) provides opportunities for lifelong learning to the citizens of the school district and surrounding towns.**

**Collaborating with citizens and organizations, CCACE responds to community needs and interests with our communities' talents and resources, calling upon local people to develop and coordinate programs and services for children, adolescents and adults throughout the year.**

**We make schools available for extended-day educational use for citizens in Concord and Carlisle. We promote and support School and Town projects that cannot be funded or presented in traditional ways. CCACE is both a program of classes and educational events and a process that connects local citizens with each other and their public schools in ways that are creative, educational and cost effective.**

**Concord-Carlisle Regional School District**

**Adult & Community Education Advisory Committee**



## **Attachment C – Committee Charge**

## ADULT AND COMMUNITY EDUCATION TASK FORCE CHARGE

### Background

The state of Massachusetts has been in a period of fiscal contraction since FY03. Since that time state funding for school districts has fallen short of meeting needs, putting a greater share of funding responsibility squarely on the shoulders of cities and towns. Due to this funding crisis, our Concord Public Schools and Concord-Carlisle Regional School systems witnessed significant cuts in the FY04 budget. Some of these cuts went into effect in September of 2003, when the second override failed at the polls. Positions, materials, and capital improvements were quickly eliminated as a consequence.

In planning for the FY05 budget, the School Committee and administration recognized that a number of practices within the districts needed to change if the schools were to preserve the programs, class sizes, and levels of staffing which our communities have long enjoyed and valued. At the same time that the school committee and administration realized that we were committed to preserving these, we knew that we had to invest considerable monies in capital improvements since district buildings had not received the attention they needed to support student, staff, and programs adequately over the years.

At the October 28, 2003 joint meeting, the School Committee voted to accept district goals for 2003-2004 and charged administration with the following: *Reorganize the administrative structure and change district practices to meet needs and contain costs.* Specifically, the goal further articulated the need to *Study central office administrative capacity assessing complexity of tasks and supervisory responsibilities; reorganize when necessary to best utilize human and financial resources.*

The district made the decision to focus on reductions that would affect students and their learning the least – a decision that would not compromise the work being done in classrooms. The areas targeted for reductions were administrative services, technology, supplies and materials.

Reductions in administrative services resulted in the following cuts in the FY04 CCRSD budget:

1. Reorganization of the Director of Student Services K-8 and the Coordinator of Special Education 9-12 positions into one administrative position titled Director of Special Education K-12 (with subsequent savings from one highly salaried position performing administrative functions)
2. Reorganization of the Director of Data Services K-12 and Coordinator of Instructional Service K-12 positions into one Director of Information Technology K-12 position (with subsequent savings from one highly salaried position performing administrative functions)
3. Reorganization of the Metco Coordinator position from a 1.0 FTE to a .5FTE position (with the Metco coordinator assuming a .5 teaching position in CCRSD and savings from .5 FTE position performing administrative functions in the Metco grant)
4. Reorganization of the Director of Personnel position to a Human Resource Administrator position (with a subsequent \$30,000 reduction in salary)
5. Elimination of the subsidy to the Director of Adult and Community Education position (with a subsequent savings of approximately half a position performing administrative functions)

It was the expectation that all administrators facing reorganization and new financial challenges would examine practices and make adjustments to maintain excellence. Central office administrators took on additional responsibilities. Adult & Community Education was directed to restructure and become self-funded, with the school district remaining committed to supporting ACE through facilities, utility use, processing of payroll and human resource data, etc. As concerns

the elimination of the subsidy to ACE, there was the expectation by administration and school committee that ACE should and could meet the challenge of being self-funded as is the case in most, if not all, other towns in Massachusetts.

The K-12 FY05 reductions included a major administrative restructuring and received considerable scrutiny. The administration and School Committee relied on the ACE Director and Advisory Committee to examine their program, look at best practices in other communities, and immediately transition to a self-funding status buoyed by ample revenues in the Revolving Fund.

During budget discussions taking place in 2003-04, some citizens of Concord, the Director of ACE, and the ACE Advisory Committee felt it was not possible to reach a self-funding status and maintain quality and affordability and worried about the financial stability of the program. A citizen petition in 2006 and in 2007 and subsequent Town Meeting votes also expressed this concern.

There was no override to support the FY08 town or school budgets. School and town budgets remain extremely tight, and reliance on property tax overrides to support public education and town services will be likely in the near future. The Concord-Carlisle Regional School District, in particular, has experienced increasing challenges as enrollments continue to climb and the limitations of space and adequate programming are felt. The steps needed in having the regional budget approved by the communities of both Concord and Carlisle add to the complexity of the budget process. The Concord-Carlisle School Committee believed it prudent in the FY05 budget—and in all subsequent budgets—to dedicate Concord-Carlisle Regional School District fiscal resources to meeting the needs of Concord-Carlisle High School students.

### **Purpose**

The ACE Task Force will review the CCACE program in general, with particular emphasis on developing an understanding for the future funding of the program. The Task Force will deliver a preliminary report to the public in September 2007 and hear comments. The Task Force will then integrate these comments, as appropriate, into a final report to be delivered to the Regional School District setting as a goal early October 2007.

### **Membership**

The Committee will consist of one member each from the 1) Concord-Carlisle School Committee, 2) the Concord School Committee, 3) the Concord Board of Selectmen, 4) Concord Finance Committee, 5) Carlisle Board of Selectmen, 6) the Carlisle Finance Committee, and 7) the Concord/Carlisle ACE Advisory Committee; a part-time facilitator will assist the Task Force through the review and recommendation process as needed. The term of each member will conclude one month after the Open Hearing to be held in September 2007.

### **Duties**

The duties are...

#### **I. Review Current Program**

- A. Interview staff and /or committee members and review any documents pertaining to the infrastructure of ACE
  - 1. Mission Statement
  - 2. Role of Director
  - 3. Role of Advisory Committee
  - 4. Role of School Committee
  - 5. Role of school administration
- B. Analysis of current program
  - 1. Customers served
  - 2. Pricing

3. Benefits

- C. Gain a thorough understanding of the facility rental structure.
- D. Gain an understanding of the role that Carlisle plays in the ACE program.
  - 1. Is ACE program meeting Carlisle's expectations?
  - 2. Does Carlisle have an interest in Supporting program?
- E. Gain a thorough understanding of how CCACE is currently funded.
- F. Gain an understanding of the financial reporting method

**II. Review ACE Programs in Other Communities**

- A. Gain as thorough an understanding as possible about ACE infrastructure in other communities.
  - 1. Role of Director
  - 2. Role of Advisory Committee
  - 3. Role of School Committee
  - 4. Role of school administration
- B. Gain as thorough an understanding as possible about ACE practices, program & funding in other similar communities (3).

**III. Examine Expectations for ACE Going Forward**

- A. Infrastructure
  - 1. Gain an understanding of the appropriate role for School Committee
  - 2. Gain an understanding of the appropriate role for school administration
  - 3. Gain an understanding of the appropriate role for the Town of Concord
  - 4. Gain an understanding of the appropriate role for the Town of Carlisle
  - 5. Gain an understanding of the appropriate role for Director.
  - 6. Gain an understanding of the appropriate role of the Advisory Committee
  - 7. Gain an understanding of an appropriate financial reporting process
- B. Create a sustainable funding mechanism

**IV. Bring Recommendations of the Task Force to an Open Hearing to be held in September 2007 to allow for comment**

- A. Prepare Task Force comments & recommendations
- B. Present Task Force recommendations to public
- C. Hear public comment
- D. Consider public comment

**V. Make Recommendations & Implement Program**

Other Considerations

- The facilitator will chair the initial meeting at which a permanent chair will be elected.
- A Task Force clerk will be elected who will be responsible for maintaining the record of the committee's discussions.
- All meetings will be conducted in conformance with the Open Meeting Law including the proper notice and posting of meetings, and all records will be maintained in conformance with the Public Records Law.
- The Task Force will consult with the Town Manager and School Superintendent concerning any issue regarding staff support for the committee.

Becky Shannon  
School Committee Liaison to the ACE Advisory Committee

VOTED & APPROVED: Concord/Carlisle Regional School Committee, May 22, 2007

## **Attachment D – Recent Enrollment Information**

CONCORD-CARLISLE REGIONAL SCHOOL DISTRICT  
ADULT & COMMUNITY EDUCATION  
120 Meriam Road, Concord Mass. 01742-2068  
(978) 318-1540 ace@colonial.net www.ace.colonial.net

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To: Community Education Task Force  
c/o Michael Fitzgerald & Jim Saltonstall

From: Court Booth

Re: Adult-only Participation by Home Residence, Winter 2007

Date: September 5, 2007

I am writing in order to provide additional information to the Community Education Task Force about adult residency in the Adult & Community Education program enrollments.

The Winter semester is the one each year for which we do not have disproportionately large numbers of K-12 enrollments (Summer and Fall semesters) or especially small numbers of K-12 students (Spring).

I have identified the records 894 adult students who enrolled in courses in Winter 2007, in order to examine adult-only student residency for the semester. We do not have information about how many of these non-residents work or go to school in Concord and Carlisle.

Students in driver education, SAT, music, and various enrichment programs have been removed for purposes of this particular profile. The youth for whom we provide educational services are almost exclusively district residents. When all ages are represented in our course activity, K-12 participants often represent 25% or more of the total, continuing a trend as once-funded programs have become fee-based. When youth-only data is examined, Carlisle percentages are quite high, and non-residents are not a factor, as reported in previous documents to the Task Force.

Non-residents of any age pay \$3 extra per course enrollment, and provide a vital means of achieving cost-recovery that enables courses to run for the benefit of CCRSD residents. Acton-Boxborough's thriving program has the same \$3 fee as C-C's. Most other nearby continuing education programs do not assess a non-resident surcharge, in order to encourage participation and cost-share.

When only the adults only are considered, non-residents make an especially important contribution to funding the basic costs of evening operations or our community campus at CCHS and the salary costs of the department's Director and Secretary.

**Winter 2007 Adult-Only Continuing Education Class Enrollment**

Concord	451	50%
Carlisle	61	7%
Acton	37	4%
Bedford	59	7%
Lincoln	51	6%
Sudbury	63	7%
Other* (56 towns)	172	19%
Total	894	100% of adults

I can provide similar information for other semesters, which will generally conform with this. However, for other purposes, we will continue to make few distinctions by age, as we try to foster an intergenerational environment for community learning.

Please let me know if you require any additional information about the program and its service delivery for the community. Thank you.

To: Community Education Task Force  
From: Court Booth, Director  
Re: Follow-up to July 19 meeting  
Date: August 8, 2007

*Page 1*

Thank you for the opportunity to meet with the Task Force in July. I appreciate your thoughtful attention to the community-school concept and how it might work best for Concord-Carlisle.

I was asked to provide further information about enrollment patterns in order to learn more about who participates in Community Education classes.

The information I provided on July 19, question #16, has changed very little since that time. I have reviewed the data again in great detail, as I do at the end of each year, in order to clean up any incomplete information and make adjustments to achieve 100% accuracy.

The total enrollments for FY 07, reported as 4,001 on July 19, is now adjusted to 4,112.

The year-end financial reporting from the Accounting office will be available soon. It will conform well with the earlier projections I provided. However, it typically changes a bit as that office will inform us with its year-end report about the fiscal year to which it will assign certain expenses and revenues that we send along in the final days of June. I remain completely confident that 2007 will show the most positive financial performance since our cost-recovery goal has included the two full-time department salaries.

The Resident/Non-Resident information that I presented at the Task Force meeting is unchanged, with 71% of the participants living in Carlisle or Concord. This is up a bit from some recent years when closer to 65% of the participants lived in the district.

In order to explore the youth-adult ratio further, I have reviewed the enrollments for FY 2007, as that data can be age-defined fairly accurately by the type of course or program that people signed up for. We can confidently state that more than 95% of the youth enrollments are district residents, as almost all of the programs are school-based, before- and after-school, and designed for local children and adolescents.

Of the 4,112 enrollments last year, 1,759, or 43%, are children. This figure represents enrollments in:

- Before-School Languages, full-year
- Instrumental Music Lessons, typically two semesters per year
- Driver Education
- SAT and SATII Test Preparation

Other children are not included because of the limitations of our data collection capacity; they include the exact number of high school students in our Red Cross and Heart Association classes, pre-school and elementary students in parent-child classes, and occasional student enrollments in other courses. (High School students are eligible to enroll in any "adult" class, but this is not frequent.)



Certain seasons and parts of the program serve the majority of the youth that enroll:

- 95% of Community Education summer enrollments are for children through high school age, because I have provided for that 4<sup>th</sup> semester on personal time each year.
- There are about twice as many youth enrollments in the fall as compared to the winter semester, as before-school language classes require a full year sign-up.
- Students taking music lessons after school are almost exclusively district residents, with any others typically having parents work in the school district.

I will report to you about the department's year-end financials as soon as possible. Please let me know how I may be of further assistance to the Task Force.